COURSE TITLE: Early Childhood Education

Course Description:

Early Childhood Education is designed to introduce students to the concepts and skills needed to pursue a career educating children from birth through age five. It focuses on seven key topics vital to early childhood education: human development, health and safety, learning environment, classroom practices, observation and assessment, professionalism, and program management. Within each of these topics, the course presents the science of child development and provides opportunities for students to apply skills that will prepare them for working with young children. Access to an early childhood education facility with children is required for students to develop essential skills for teaching children.

Potential Certifications/Credentials:

ASK Institute – Concepts of Business Management / ASK Institute – Concepts of Entrepreneurship / Child Development Associate - CDA / ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Early Childhood / ServSafe Manager Teaching Strategies Gold

Course Scope and Sequence

Topic #	Topic Title	Estimated Hours
1	Foundational Standards	15
2	Human Development	16
3	Health and Safety	20
4	Learning Environment	5
5	Classroom Practices	45
6	Observation and Assessment	20
7	Professionalism	9
8	Program Management	10

Plans of Instruction

Foundational Standards

Supporting–will be taught throughout the course as needed for the unit.

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Topic 2 Title: Human Development

Content Standards

1. Explain the principles of child growth, development, and learning, using developmental theory.
   Examples: theories of Piaget, Erikson, Vygotsky

2. Compare and contrast current trends in brain-based learning research and child development theories.
   Examples: cognitive load theory, psychosocial theory

3. Review literature and present information on circumstances and factors before, during, and/or after birth that contributes to a child's risk of developmental delays.
   Examples: speech and language delays, fine motor skill delay, medical conditions that affect learning

4. Describe strategies to address developmental delays, including speech, cognitive, social, and motor skill delays.
   a. Identify agencies that locate children with developmental delays and describe the assistance they provide to children and families.
      Examples: Child Find, ARC, Easter Seals

Unpacked Learning Objectives

Students know:

- The principles of child growth, development, and learning, using developmental theory.
- Current trends in brain-based learning research and child development theories.
- Circumstances and factors before, during, and/or after birth that contribute to a child's risk of developmental delays.
- Strategies to use with children who present speech, cognitive, social, and motor skills delays.
- Agencies that serve children with developmental delays and the type(s) of assistance they provide.

Students are able to:

- Explain the principles of child growth, development, and learning using developmental theory.
- Compare and contrast trends in brain-based learning research and child development theories.
- Present information on circumstances and factors before, during, and/or after birth that contribute to a child's risk of developmental delays.
- Describe strategies that could be used with children who have speech, cognitive, and motor skill delays.
- Identify agencies and describe the types of assistance they provide for children with developmental delays and their families.

Students understand:

- The principles of child growth, development, and learning using developmental theory.

- Trends in brain-based learning research and child development theories.
- Circumstances and factors that occur before, during, and/or after birth that contribute to a child's risk of developmental delays.
- Children with speech, cognitive, social, and motor skills delays benefit from strategies designed to address their delay(s).
- Agencies that serve children with disabilities and their families and the assistance that they provide.

Driving/Essential Question	How are current trends in brain-based learning research and child developmental theories related to child growth, development, and learning, and what are strategies that address speech, cognitive, social, and motor skill delays that could develop from circumstances and factors before, during, and/or after the birth?
Exemplar High Quality Task	Students will explore child developmental theories related to child growth, development, and learning, current trends in brain-based learning research, circumstances and factors before, during, and/or after birth that contribute to a child's risk of developmental speech, cognitive, social, and motor skill delays, and strategies that address those developmental delays.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	**Potential Subtasks for Assessments Formative/Summative**	**Potential Learning Activities** **Link to Differentiation Examples**	**Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities**	**Equipment, Technology and Materials** **Equipment List by CTE Cluster** **Link to Helpful Tech Tools**
Explain the principles of child growth, development, and learning, using developmental theory.	**Formative:** Guided Notes Student Research Notes **Summative:** Opinion Essay	Introduction to developmental theory. ● Discussion and presentation (include principles of child growth, development, and learning, using developmental theory) ● Students use guided note sheets.	**Science:** Students will include physical, cognitive, social, and emotional development to show how children grow and change. For example, behavioral genetics may be explored, which investigates the role of genes in development and behavior and helps	Presentation Computer Internet Access Rubric for Opinion Essay Guided Note Sheets Notepad Writing Utensils

		• Students will choose a favorite theorist, research how the theory is used in current educational practices, and write a one-page essay. (Check that students include an explanation of the developmental theory and examples of how it is used in education.)	understand nature vs. nurture interactions. **Social Studies:** Research and explain, based on theories of Jean Piaget, age-appropriate benchmarks for cognitive development and skill acquisition for Ages 2 through 6. • Create a wall-chart with bulleted subentries for each year of development from 2 through 6. • Identify factors that might impede or accelerate development and skill acquisition. **ELA:** Students will use standard grammar usage and writing procedures while writing a formal essay. **ELA:** Students will complete research using credible resources (use the CRAAP method to determine validity). **ELA:** Students create and present a visual and written presentation using a digital	

			resource such as Canva. The presentation should include an explanation of the developmental theory and examples of how it is used in education, **ELA:** Students will participate in a class discussion about theorists with a focus on how their theories apply to the education system.	
Compare and contrast current trends in brain-based learning research and child development theories.	**Formative:** Student Notes Discussion Venn Diagram **Summative:** Hands-on Activity Presentation	Introduce the topic of brain-based learning with a short video. Divide students into small groups. ● Assign each group a different example of brain-based learning theory. ● Students will research how their brain-based learning theory is used in educational practices. ● Students will create an early childhood hands-on activity that will demonstrate how their brain-based learning theory research can be used in a short presentation to the class. (Students should begin their	**Math:** Create a Venn diagram to compare and contrast trends in brain-based research and shield development theories. **Science:** Students may use behavioral genetics, such as twin studies, to examine genetic influences on learning and development and computational neuroscience to investigate the modeling of neural networks to simulate learning processes. **Social Studies:** Create a classroom bulletin board OR a classroom google slide presentation comparing and contrasting the child development	Computer Internet Access Brain-based Learning Short Video Rubric for Presentation Materials for Hands-on Activity Venn Diagram Notepad Writing Utensils

		presentation with a brief explanation of the brain-based learning theory.) Whole group activity- ● Students will discuss child development theory knowledge and brain-based learning theories by comparing and contrasting using a Venn diagram.	theories of Jean Piaget and Bruno Bettelheim. **ELA:** Students will use standard grammar usage and writing procedures while writing a formal essay. **ELA:** Students will complete research using credible resources (use the CRAAP method to determine validity). **ELA:** Students create and present a visual and written presentation using a digital resource such as Canva. The presentation should include an explanation of brain-based development theory and examples of how it is used in education. **ELA:** Students will participate in a socratic seminar, debate, or other structured classroom discussion evaluating the purpose and effectiveness of brain-based theories.	
Review literature and present information on circumstances and factors before, during, and/or after birth that contributes to a	**Formative:** Student Notes **Summative:** Risk Factor Timeline	Attach a timeline across one wall in the classroom. Divide students into 12 groups.	**Math:** Create a table to show the circumstances and factors before, during, and/or after birth that	Computer Internet Access Materials for Wall Timeline Notecards and/or Post-it Notes

child's risk of developmental delays.		• Assign topics to each group (before pregnancy, each month of development, during birth, and after birth.) • Students will search online or in sources available to them for current articles about the factors that contribute to a child's risk of developmental delays and how to avoid the risk factors when possible. • Students will write risks individually on notecards or post-it notes. Whole class activity- • Groups will present their findings in sequential order and attach their risk factors to the timeline. • Discuss commonalities of risk factors and prevention to close the topic.	contribute to a child's risk of developmental delays. **Science:** Students may incorporate developmental biology (embryonic and fetal development processes), genetics (genetic disorders and inherited risk factors), obstetrics and gynecology (prenatal care and complications during pregnancy), and neonatology (immediate postnatal care and complications) into their presentations. **Social Studies:** Create a compendium of resources for helping teachers identify characteristics of children who seem slower than average in development and skill acquisition. • Identify factors that could help students who are behind the average rate of development to close the gaps in developmental progress and skill acquisition. Students may want to conduct	Writing Utensils

			research to identify theories appropriate for their programs and students that will aid in identifying risks. **ELA:** Students will use standard grammar usage and writing procedures while writing a formal essay. **ELA:** Students will complete research using credible resources (use the CRAAP method to determine validity). **ELA:** Students create and present a visual and written presentation using a digital resource such as Canva. This presentation should be based on their group project and will have a speaking component requiring students to adjust their tone based on audience and task.	
Articulate how appropriate strategies address developmental delays, including speech, cognitive, social, and motor skill delays.	**Formative:** Student Notes **Summative:** Agency Brochure Hands-on Early Childhood Activity	Introduction to developmental delays- ● Presentation on strategies that address the needs of children with developmental delays. (Include speech, cognitive,	**Math:** Create a table or Venn diagram for each type of strategy and each type of delay: speech, cognitive, social, and motor skills. Students can create a table that includes agency names, contact	Presentation Computer Internet Access Materials for Hands-on Activity

Explain how local agencies locate and assist children with developmental delays and their families.		social, and motor skill delays.) ● Take an industry or a virtual tour of an early childhood facility that specializes in the needs of children with developmental delays. ● Discuss different activities that could be done to address the different developmental delays. Divide students into small groups. ● Students will research and identify local agencies that locate and assist children with developmental delays. ● Student groups will create informational brochures for parents with children with developmental delays. (Brochures should include all contact information including name, address, phone number, and what services are provided.) Divide groups into pairs. ● Assign partner groups one type of developmental delay	information, types of assistance, and eligibility information. **Science:** Students will express that delays are influenced by various scientific factors. For example, motor skill delays may occur due to neurodevelopmental issues (problems in brain regions controlling movement), genetic/neuromuscular conditions (such as cerebral palsy), environmental factors (lack of physical activity or poor nutrition), and physical health issues (premature birth or chronic conditions). **Social Studies:** Organize a field-trip day to a local agency that helps children with developmental and skill acquisition deficits. Create a google-slide presentation about the services offered by the agency you visited. **ELA:** Students will generate and answer frequently asked questions for local agencies serving	

		and an early childhood age group (Example- speech delay 1-2 years of age) ● Students will research hands-on activities that could address the needs of their assigned developmental delay. ● Each pair will create a hands-on activity that can be donated to a local agency that addresses developmental delays.	children with developmental delays. **ELA:** Students will participate in class discussions debriefing observations and experiences with agencies or children with developmental delays adjusting tone to topic, task, and audience.	

Key Vocabulary

growth, development, learning, developmental theory, graphic organizer,brain-based learning, research, child development theories, trends, developmental delays, literature, birth, risks, speech delays, cognitive delays, social delays, motor skill delay, strategies, agencies, assistance

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speakers, industry tours

CTSO Connection:

FCCLA Star Event: Early Childhood Education, Focus on Children, Professional Presentation

Certification/Credential Connection:

ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6

Topic 3 Title: Health and Safety

Content Standards

5. Review literature and present information on the nutritional needs of young children at various stages of development.
   Examples: nutrients, caloric needs, water intake

6. Plan nutritious and age-appropriate snacks and meals for children, considering choking hazards and possible allergies.

7. Explain procedures for establishing and maintaining a safe, clean, and healthy learning environment for children.
   Examples: reporting accidents, conducting emergency drills, adhering to playground and transportation safety guidelines, administering medication, isolating children with illnesses

8. Demonstrate health and safety procedures for a specific activity within an early childhood education program.
   Examples: mealtime routines, diapering/toileting, outdoor play

Unpacked Learning Objectives

Students know:
- The nutritional needs of children at different stages of development.
- Nutritious and age-appropriate snacks and meals for children, considering choking hazards and possible allergens.
- The procedures for establishing and maintaining a safe, clean, and healthy learning environment for children.
- The health and safety procedures necessary for a specific activity within an early childhood education program.

Students are able to:
- Present information on the nutritional needs of young children at various stages of development.
- Plan nutritious and age-appropriate snacks and meals for children, considering choking hazards and possible allergens.
- Explain procedures for establishing and maintaining a safe, clean, and healthy learning environment for children.
- Demonstrate health and safety procedures while interacting with children during a planned activity.

Students understand:
- The nutritional needs of children at various stages of development.
- Menu planning strategies for nutritious meals and snacks for children, including allergen and choking hazard prevention.
- Procedures for establishing and maintaining a safe, clean, and healthy learning environment for children.
- Health and safety considerations need to be identified when planning activities in an early childhood education program.

Driving/Essential Question	What are age-appropriate, healthy and safe foods that address the daily nutritional needs of young children, and how can an early childhood education program establish and maintain a safe, clean, and healthy learning environment for children?
Exemplar High Quality Task	Students will examine what snacks and meals provide the daily nutritional needs of young children by identifying what foods are age-appropriate, healthy and safe, and demonstrate health and safety procedures within an early childhood education program.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Review literature and communicate the nutritional needs of young children at various stages of development.	**Formative:** Student Notes Discussion **Summative:** Presentation	Small group activity: ● Divide students into small groups and assign a specific stage of early childhood development. ● Students will review literature that establishes guidelines for the nutritional needs of young children. (Include nutrients, caloric needs, water intake, frequency,	**Math:** Create a Venn diagram that shows the stages of development and the nutrition needs of children at each age. **Science:** Students will explore food science which is understanding the composition, safety, and nutritional value of foods, and investigate the relationship between diet and health outcomes.	Computer Internet Access Notepad Writing utensils Rubric for Presentation

		potential allergies, and choking hazards.) ● Students will create a multimedia presentation using the information they have gathered. ● Students will present, in sequential order, the nutritional needs of young children at various stages of development. ● Discuss with the class how nutritional needs and food intake vary across the various stages of development from birth through early childhood.	**Social Studies:** Create a classroom bulletin board with magazine-cut-outs showing pictures and recipes of nutritious, appealing foods. ● Include at least four recipes that could be used at home for healthy suppers. ● Include at least four suggestions on how staying active and exercising work together with a healthy diet to promote healthy development and skill acquisition. **ELA:** Students will read informational text for the main idea and key details. Students should create and present a visual and written presentation using a digital program such as Canva. During the presentation students will adjust their tone to task and audience.	
Design nutritious and age-appropriate daily meal plans for children.	**Formative:** Class Discussion **Summative:** Weekly Meal Plan	Building on knowledge of the nutritional needs of young children at various stages of development, discuss with students how to plan menus. Individual Activity:	**Math:** Calculate the calories associated with the snack and/or meal they choose and provide the total calories for the snack. Calorie Calculator Once calculated they can create a visual	Computer Internet Access Notepad Writing Utensils Rubric for Weekly Meal Plan

		• Students will choose a specific stage of early childhood. • Students will determine the nutrients, caloric needs, water intake, frequency, potential allergies, and choking hazards for that stage of early childhood. • Students will design a weekly meal plan with a daily time schedule for snacks and meals for a child. • Extended activity- Students could create a grocery list for their meal plan and determine the weekly cost of feeding a child.	presentation such as a tale to show all the information. **Social Studies:** Identify advertising techniques in print and television that entice children to eat unhealthy foods and do the same for advertisements that promote healthy eating. Include ideas for encouraging variety, nutrition and portion control. • Create a diagram in ten year increments and list the various choices in foods over the last fifty years. • Research the economic factors that impacted the food choices during those times. **Science:** Students investigate how a food allergen can trigger an immune response. This process involves recognizing antigens, activating immune cells, triggering effector responses by both innate and adaptive immune systems, and forming memory cells for future protection.	

			ELA: Students will create a graphic menu with visuals using a digital program such as Canva. Students should then present their menu with written, scientific-based evidence to support menu choices to the class. **ELA:** Students could generate questions about healthy foods and food choices as a pre-unit starter then have a brief class discussion about healthy food choices and the impact they have on health and lifestyle. Students would think about what healthy food is and what factors make foods healthy to other individuals.	
Identify and explain procedures that address a safe, clean, and healthy learning environment for children.	**Formative:** Student Notes Class Discussion **Summative:** Procedure Posters	Provide copies of a policy and procedure manual for an early childhood learning environment such as a daycare or other early childhood education facility. Divide students into groups: ● Students will analyze a policy and procedure manual and identify procedures that address a safe, clean,	**Math:** Model Using a table to list procedures that address a safe, clean, and healthy learning environment. **ELA:** Students will create a visual representation of procedures that address a safe, clean, and healthy learning environment. This should have visual and written components. The written components should	Computer Internet Access Color Printer Notepad Writing Utensils Rubric for Procedure Poster Policy and Procedure Manual for an Early Childhood Education Facility

		and healthy learning environment. ● Conduct a class discussion on their findings and create a list of categories that are addressed in the policy and procedures manuals. ● Assign each group a category related to safety, hygiene, or health within an early childhood learning environment. ● Show examples of health and safety posters in the school environment. ● Students will create a full-color poster on their topic to print and display in the room.	utilize standard grammar and conventions. **ELA:** Students will participate in a class discussion regarding safety policies and procedures, adjusting tone to task and audience. **Social Studies:** Examine the role of public health agencies, the Alabama State Department of Education and the federal Department of Education in setting standards for health and safety for schools. ● Identify where any federal, state and local directives may overlap or contradict each other. ● Explore how these different levels of standards are formulated and implemented.	
Demonstrate health and safety procedures within an early childhood environment.	**Formative:** Class Discussion **Summative:** Lesson plan Early Childhood Activity Evaluation Student Reflection	Divide students into groups: ● Student groups will be assigned to an early childhood classroom. ● Students will collaborate with the early childhood classroom teacher and	**Math:** Explore activities for an early childhood education program that includes health and safety procedures. Create a Venn diagram or table to reflect the health and safety procedures involved in the activity. This should be	Computer Internet Access Materials for Lessons Notepad Writing Utensils Rubric for Lesson Plan Rubric for Activity Evaluation

		determine a topic to address in a specific activity within the early childhood classroom. ● Students will research activities that are age-appropriate that address a specific activity within the early childhood classroom. ● Students will plan and create the materials for an activity for an early childhood education program that includes health and safety procedures. ● Students will execute an activity for an early childhood education program that includes health and safety procedures. ● The Early Childhood teacher will evaluate the lesson facilitated by the students. ● Students will reflect on their activity and share through class discussion.	posted when you execute the activity. **Science:** Students will understand how to effectively use properly fitting Personal Protective Equipment (PPE) such as safety goggles, gloves, and aprons. **Social Studies:** Explore how at least three different Alabama school districts develop guidance for local schools to implement federal and state health and safety guidelines for an early childhood environment. ● Notate any areas in which these three school systems interpret federal and state guidance differently and attempt to explain why. ● Explain how these districts are still fulfilling federal and state guidelines but with adaptations to local needs. Account for COVID 19's effects in your analysis on these adaptations.	Student Reflection Questions

			ELA: Students create mock scenarios of safety hazards in the classroom and how to address them. **ELA:** Students will utilize standard grammar and conventions while writing the lesson plan. **ELA:** Students will participate in a debrief conversation with peers about their lesson plan and activity adjusting tone to task and audience.	

Key Vocabulary

literature, nutritional needs, stages of development, nutritious, choking hazards, allergies, age-appropriate, safe environment, healthy learning environment, procedures, health and safety procedures, safety, activity, early childhood education program

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

student observations, guest speakers

CTSO Connection:

FCCLA Star Event: Instructional Video Design, Early Childhood Education, Focus on Children, Professional Presentation, Lesson Plan Development and Modification

Certification/Credential Connection:

ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6

Topic 4 Title: Learning Environment

Content Standards

9. Design an early childhood education facility with appropriate furnishings, equipment, technology, and supplies, following standards set by state and national regulatory bodies and industry.

Unpacked Learning Objectives

Students know:

- Standards set by state and national regulatory bodies and how to use them to design an early childhood education facility with appropriate furnishings, equipment, technology, and supplies.

Students are able to:

- Design an early childhood education facility with appropriate furnishings, equipment, technology, and supplies based on standards set by state and national regulatory agencies.

Students understand:

- That early childhood education facilities must meet state and national regulatory standards for furnishings, equipment, technology, and supplies.

Driving/Essential Question	How do early childhood education programs follow state and national standards in order to design their facilities?
Exemplar High Quality Task	Students will investigate what standards are set by state and national regulatory bodies and industries in order to design an early childhood education facility.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Design an early childhood education facility with appropriate furnishings, equipment, technology, and supplies, following standards set by state and national regulatory bodies and industry.	**Formative:** Student Notes Discussion **Summative:** 3D Model of Early Childhood Education Facility	Class Discussion: ● Students will use the internet to research state and national regulations for the design of early childhood education facilities. ● Students will share their findings with the class. Project: ● Students will work independently or in pairs to create a 3-dimensional digital model or hard surface model design of an early childhood education facility with appropriate furnishings, equipment, technology, and supplies,	**Math:** Calculate the dimensions of the floor plan using scale factors to scale it up to what the actual room size would be. **Science:** Students will demonstrate their understanding of color theory by showing how colors interact, their effects on emotions and perception, and how to use colors creatively and effectively. **Social Studies:** Research the most effective classroom setup designed to address early childhood education and create a model of what a classroom in this space would look like. **ELA:** Students will create a visual representation of their ideal classroom using	Computer Internet Access Rubric for 3D Model Materials for 3D Hard Surface Models Examples of free digital design programs:) https://www.sketchup.com/en https://www.blender.org/ https://www.freecad.org/)

			a digital resource such as Canva. This classroom design should be based on research, theorists, and brain-based behavior theory. Students should include not only images and a layout but brief written explanations of how this is an effective classroom design.	

Key Vocabulary

early childhood education facility, furnishings, equipment, technology, supplies, standards, regulatory body

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speaker, industry tour

CTSO Connection:

FCCLA Star Event: Instructional Video Design, Early Childhood Education, Focus on Children, Professional Presentation

Certification/Credential Connection:

ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6

Topic 5 Title: Classroom Practices

Content Standards

10. Create a classroom management plan for an early childhood education program, using current research on developmentally appropriate classroom management strategies.

11. Utilize positive, developmentally appropriate techniques to guide young children's behavior and redirect disruptions.

12. Design developmentally appropriate lesson plans for an early childhood education program with modifications to accommodate diversities of culture and learning styles.
    Examples: plans that include sensory integration, physical and cognitive development, language and literacy, creative social play, recreational activities, culturally competent instruction

13. Critique evidence-based instructional strategies used in teaching young children, including small-group and whole-group instruction.

14. Create developmentally appropriate teaching aids for early childhood education programs and predict their impact on student learning.
    Examples: lesson plans, materials, activities

15. Utilize technology to manage, organize, and teach in an early childhood education program.

16. Describe successful classroom practices and areas needing further growth, based on observations made during internship experiences.

Unpacked Learning Objectives

Students know:

- Lesson plan modifications that accommodate cultural diversity and learning styles and are developmentally appropriate for early childhood.
- Evidence-based small-group and whole-group instructional strategies that can be used with young children.
- Developmentally appropriate teaching aids to use in an early childhood education program.
- How to use technology to manage, organize, and teach in an early childhood education program.
- How to use observations to identify successful classroom practices and areas for improvement.

Students are able to:

- Design developmentally appropriate lesson plans for an early childhood education program with modifications to accommodate a diversity of cultures and learning styles.
- Critique evidence-based instructional strategies used in teaching young children during both small- and whole-group instruction.

- Create developmentally appropriate teaching aids for early childhood education programs and predict their impact on student learning.
- Utilize technology to manage, organize, and teach in an early childhood education program.
- Describe successful classroom practices and identify areas of needed improvement based on a classroom observation during an internship.

Students understand:

- Developmentally appropriate lesson plan modifications that accommodate cultural diversity and learning styles.
- Evidence-based small- and whole-group instructional strategies that can be used with young children.
- The possible impact(s) of developmentally appropriate teaching aids in early childhood education programs.
- Appropriate use of technology in the management, organization, and teaching of an early childhood education program.
- The areas of strength and areas that need improvement in their teaching based on feedback from an observation.

Driving/Essential Question	How can early childhood education programs use positive classroom management techniques to guide student behavior and develop lesson plans that accommodate diversities of cultures and learning styles?
Exemplar High Quality Task	Students will explore classroom maintenance methods that develop positive learning environments, create developmentally appropriate teaching aids for early childhood education programs that accommodate diversities of culture and learning styles, and predict their impact on student learning during internship experiences.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Compose a classroom management plan for an	**Formative:** Student Notes (check for progression of all	Introduce classroom management techniques.	**Math:** Model the classroom management plan using a	Computer Internet Access Presentation

early childhood education program.	necessary elements of research) Class Discussion **Summative:** Classroom Management Plan	● Presentation (Include age appropriate classroom management techniques across the stages of early childhood development that established a positive learning environment and minimized disruptions. Provide guided notes.) ● Assign specific early childhood age groups to students. ● Students will review current research on their assigned age group related to classroom management techniques. ● Students will write a classroom management plan that is developmentally appropriate for an assigned age group based on current research. ● Guide a whole group discussion on the student research findings.	Venn diagram, table, or graph. **Science:** Students will use the scientific inquiry process to investigate current research on classroom management such as the importance of teacher self-efficacy and relationship-based discipline. **Social Studies:** Explore ways to increase parental and community involvement to promote better student behavior. ● Identify ways to involve more parents in school assemblies and school celebrations. ● Find at least three ways to help community groups increase their support for student clubs and school initiatives. **ELA:** Students will participate in a socratic seminar discussing and questioning research-based classroom management strategies.	Guided Notes Rubric for Classroom Management Plan Notepad Writing Utensils

			ELA: Students will utilize standard grammar and conventions while writing a classroom management plan.	
Demonstrate positive, developmentally appropriate techniques to guide young children's behavior and redirect disruptions.	**Formative:** Observation Forms Student Reflection Classroom Discussion **Summative:** Activity Plan Teacher Evaluation	Divide students into groups: ● Student groups will be assigned to an early childhood classroom. ● Students will observe classroom management techniques used by the classroom teacher and write notes on an observation form. ● Students will collaborate with the classroom teacher to design an activity to facilitate with a small group in the early childhood classroom. ● Students will create the activity and facilitate the activity in the early childhood classroom while the classroom teacher evaluates the students for positive, developmentally appropriate techniques. ● Students will reflect on their evaluation outcomes. Students should note their	**Math:** Model positive, developmentally appropriate techniques to guide young children's behavior and redirect disruptions using a table, Venn diagram, or graph. **ELA:** Students will participate in a debrief discussion regarding the classroom observations and interactions with collaborative teachers. The conversation should focus on the observation of classroom management in the early childhood classroom. **Social Studies:** Students will be given a handout with various scenarios involving behavioral disruptions in an early childhood education classroom. Students will pair up with a classmate and choose one scenario to provide a written solution for. Students will then present the scenario and	Computer Internet Access Observation Forms Student Reflection Guide Rubric for Activity Plan Teacher Evaluation Form Notepad Writing Utensils

		strengths and areas for improvement. ● When students return to the regular classroom, discuss outcomes. ● Students will brainstorm ideas for improvement in classroom management techniques during continued internship experiences.	the solution to the class in the form of a skit.	
Design developmentally appropriate lesson plans for an early childhood education program with modifications to accommodate diversities of culture and learning styles.	**Formative:** Observation Forms Student Reflection Classroom Discussion **Summative:** Lesson Plan Teacher Evaluation	Introduce modifications to accommodate diversities of culture and learning styles. ● Presentation (Include sensory integration, physical and cognitive development, language and literacy, creative social play, recreational activities, and culturally competent instruction. Provide guided notes). Divide students into groups: ● Student groups will be assigned to an early childhood classroom. ● Students will observe and note modifications used by the classroom teacher to accommodate	**Math:** Model the modifications that accommodate cultural diversity and learning. **ELA:** Students will utilize standard grammar and conventions while writing lesson plans. **ELA:** Students will participate in a debrief discussion regarding the classroom observations and interactions with collaborative teachers. The conversation should focus on modifications used by the classroom teacher. **Social Studies:** Plan and put into effect a cultural diversity celebration to	Computer Internet Access Presentation Guided Notes Student Reflection Guide Observation Forms Lesson Plan Format Rubric for Lesson Plan Teacher Evaluation Form Notepad Writing Utensils

		diversities of cultures and learning styles on an observation form. ● Students will collaborate with the classroom teacher to design a whole or small group lesson to facilitate in the early childhood classroom. ● Students will create and facilitate a lesson plan in the early childhood classroom while the classroom teacher evaluates the students for accommodations to diversities of cultures and learning styles. ● Students will reflect on their evaluation outcomes. Students should note their strengths and areas for improvement. ● When students return to the regular classroom, discuss outcomes. ● Students will brainstorm ideas for improvement in accommodations to diversities of cultures and learning styles	honor all cultures represented in the school. ● Include not only English speaking students, but also involve speakers and resources for English Language Learners. ● Plan and implement a school-wide day of music and story-telling which highlights contributions from all cultures represented at the school.	

		during continued internship experiences.		
Observe and analyze evidence-based whole and small group instructional strategies used in teaching young children.	**Formative:** Guided Notes **Summative:** Student Observation Forms with Rating Scale	Introduce instructional strategies for teaching young children. ● Presentation (Include whole and small group evidence-based strategies. Provide guided notes.) Divide students into groups: ● Student groups will be assigned to an early childhood classroom. ● Students will observe and note whole and small-group instructional strategies used in their assigned classroom. ● Students will collaborate with the early childhood teacher to rate the effectiveness of the instructional strategies they observe according to the evidence-based strategies presented in the introduction.	**Math:** Model observation using a table that is created before the observation. **ELA:** Students will participate in a debrief discussion regarding the classroom observations and interactions with collaborative teachers. The conversation should focus on whole- and small-group instruction used by the classroom teacher. **Social Studies:** Students will research how class size and instruction varies for young children in different cultures around the world. Students will compare and contrast their observations through presentations and discussion.	Computer Internet Access Presentation Guided Notes Observation Forms with Rating Scale Notepad Writing Utensils
Create developmentally appropriate teaching aids for early childhood education programs and	**Formative:** Student List Class Discussion	Whole group activity: ● Guide students to look around the room and write down the teacher	**Math:** Include teaching aids for math skills you are teaching. If you aren't creating and facilitating	Computer Internet Access Rubric for Teaching Aids Notepad

predict their impact on student learning.	**Summative:** Teaching Aids	aids they observe in the classroom. (Categories: conventional teaching resources, visual teaching aids, mechanical teaching aids, audio-video teaching aids, and visual material teaching aids.) ● Students will add to their list as they reflect on what they have observed in their early childhood classroom experiences. ● Students will create teaching aids for the subject areas of math, science, reading, language arts, social social-emotional learning. (Examples: Video of reading a short story, audio recording of calming breathing exercises, poster of the life cycle of a butterfly, etc.) ● Students will share one of their created teaching aids with the class.	math, Include models in the instruction such as tables, graphs, Venn diagrams, etc. **ELA:** Students will create a visual and written graphic list of teaching aids for early childhood education programs. This graphic should include how those aides are used and impact student learning. Students will present to the class adjusting tone for task and audience. **ELA:** Students will create scenarios in which specific teaching aides are used. In these scenarios, students should explain why they selected the teaching aide, what purpose it serves, and how it is expected to be effective. **Social Studies:** Research various teaching aids used in early childhood education programs. ● Students will team up and select one teaching aid to use in a lesson demonstration to the class.	Writing Utensils

			• Students will take a survey to select the most effective teaching aid used during the lesson.	
Use technology to manage, organize, and teach in an early childhood education program.	**Formative:** Observation Forms Student Reflection Classroom Discussion **Summative:** Lesson Plan Using Technology Teacher Evaluation	Divide students into groups: • Student groups will be assigned to an early childhood classroom. • Students will observe and note how technology is used, organized, and managed in their assigned classroom. • Students will collaborate with the classroom teacher to design a lesson that uses technology to facilitate in the early childhood classroom. • Students will create and facilitate a lesson that uses technology in the early childhood classroom while the classroom teacher evaluates. • Students will reflect on their evaluation outcomes. Students should note their strengths and areas for improvement.	**Math:** Model the technology plan using a table or Venn diagram. **Science:** Students will conduct their own study on the impact technology has on student engagement and motivation and how technology can be effectively integrated into classrooms to enhance educational outcomes. For example, data may be collected through surveys or questionnaires for student feedback, classroom observations, performance assessments, or interviews with students and teachers. **Social Studies:** Students will research three current trends in early childhood classroom technology and choose one to use to teach a mock lesson to the class. Students will rank the best tool used during a lesson that day.	Computer Internet Access Observation Forms Rubric for Technology Plan Teacher Evaluation Form Notepad Writing Utensils

		● When students return to the regular classroom, discuss outcomes. ● Students will brainstorm ideas for improvement in their use of technology during continued internship experiences.	**ELA:** Students will create a visual and written graphic list of technology devices for early childhood education programs. This graphic should include how those devices are used and impact student learning. Students will present to the class adjusting tone for task and audience. **ELA:** Students will create scenarios in which specific technology is used. In these scenarios, students should explain why they selected this technology, what purpose it serves, and how it is expected to be effective.	
Review feedback from their internship experiences to describe successful classroom practices and areas needing further growth.	**Formative:** Student Notes from Teacher Evaluation Forms **Summative:** Internship Experience Reflection	Students will review and take notes from feedback from all teacher evaluation forms from their internship experiences to identify successful classroom practices, and personal strengths and areas that need improvement. Students will write a narrative reflection on their internship experiences to identify successful classroom practices,	**Math:** Create a rubric including all criteria to be met with different points for each category. Make sure to include a line for the total points and a place for comments. **ELA:** Students will utilize standard grammar and conventions while writing a narrative reflection. This writing should include an outline, a rough draft, a	Computer Internet Access Rubric for Internship Experience Reflection Notepad Writing Utensils

		personal strengths, and areas that need improvement. (Including classroom management, modifications to accommodate diversities of culture and learning styles, evidence-based instructional strategies, developmentally appropriate teaching aids, and technology.)	peer edit, a teacher edit, and a final draft. **Social Studies:** Explore how their internship experiences reinforced, changed or otherwise impacted their understanding of early childhood education. ● Practice journaling on a monthly basis to determine how perceptions of early childhood education classroom practices have changed over time. **ELA:** Students should integrate evidence in their writing utilizing the ICE method.	

Key Vocabulary

lesson plans, early childhood education program, modifications, accommodate, diversity, culture, learning style, evidence-based, instructional strategies, small group instruction, whole group instruction, developmentally appropriate, teaching aids, early childhood education, student learning, technology, early childhood education program, classroom practices, observations, internship experiences

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

student observation, internship experiences

CTSO Connection:

FCCLA Star Event: Instructional Video Design, Early Childhood Education, Focus on Children, Lesson Plan Development and Modifications

Certification/Credential Connection:

ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6

Topic 6 Title: Observation and Assessment

Content Standards

17. Identify early childhood observation tools and their purposes in the classroom.
    Examples: narrative, formal, anecdotal records

18. Utilize an age-appropriate observation tool in a classroom setting to record and assess children's developmental milestones.

19. Analyze data collected from observation tools to monitor student progress and guide future instruction.

Unpacked Learning Objectives

Students know:
- The purpose of observation tools in the classroom.
- Observation tools can be used to record and assess children's developmental milestones.
- To use observation data to monitor a student's progress and guide future instruction.

Students are able to:
- Identify early childhood observation tools and their purposes in the classroom.
- Utilize age-appropriate observation tools in a classroom setting to record and assess children's developmental milestones.
- Analyze data collected from observation tools to monitor student progress and guide future instruction.

Students understand:
- How and why to use observation tools in early childhood.
- Observational tools can be used in a classroom to assess the developmental milestones of children.
- Data collected from observation tools can be used to monitor student progress and guide future instruction.

Driving/Essential Question	What are ways that early childhood observation tools are used to monitor student progress and guide future instruction?
Exemplar High Quality Task	Students will distinguish how early childhood observation tools are used to record and assess children's developmental milestones and how the data collected is used to guide future instruction.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Examine uses and purposes of early childhood classroom observation tools.	**Formative:** Discussion **Summative:** Student Remediation Activity List Connected to the Observation Tool	Begin with a short video clip of an observation of an early childhood student. ● Provide computer links or printed copies of a variety of early childhood observation forms. ● Discuss the uses of purposes of each of the observation tools provided. ● Divide students into groups and assign each group one of the observation tools. ● Students will research types of remediation activities that could be used with students after data is collected using their assigned observation tool.	**Math:** Students will create a visual model (table or graph) to use during the discussion that shows the different components of different observation tools. **Science:** Students will use the scientific process of making evidence-based claims on the observed tools to determine which observation tool is the most effective. **Social Studies:** Examine how classroom observation tools have changed in Alabama over the last 50 years. ● Determine which factors have remained constant and which factors have changed	Computer Internet Access Observation Forms Rubric for Activity List Notepad Writing Utensils Short Video Clip of an Early Childhood Observation

		• Students will share their findings with the class.	in classroom observation tools in Alabama over the last half-century. • Explain why you think these changes have occurred. **ELA:** Students will participate in a class discussion regarding the purposes and effectiveness of early childhood classroom observation tools. **ELA:** Students apply the CRAAP test to resources researched.	
Record and assess children's developmental milestones in a classroom setting using an age-appropriate observation tool.	**Formative:** Observation Notes **Summative:** Observation Report	Students will be assigned a specific early childhood student in an early childhood setting to observe. Students will collaborate with the early childhood classroom teacher to determine which observation tool is appropriate for the assigned student. Students will observe and record data on the observation form for 5-10	**Math:** Students will use a rubric to complete an observation. Make it age appropriate and have at least two different categories like good or bad, etc. **Social Studies:** Use a Know Wonder Learn (KWL) format to identify three factors about developmental milestones. Present these observations to the class. **ELA:** Students will participate in a class	Computer Internet Access Observation Forms Notepad Writing Utensils Rubric for Observation Report

		sessions with the early childhood student. Students will review the data collected and write an observation report about the findings.	discussion debriefing experiences in the collaborative teacher's classroom. **ELA:** Students will utilize standard grammar and conventions when speaking and writing, adjusting tone to task and audience.	
Analyze and use data collected by observation tools to guide instruction.	**Formative:** Data Chart **Summative:** Remediation Plan and Activities for Individual Early Childhood Student	Students will compile data collected from their observations and create a data chart. Students will compare data collected in their data chart to the standards mastered to determine what skills the early childhood student needs remediation. Students will collaborate with the early childhood teacher to plan and create two remediation activities. Students will use their activities in the early childhood classroom.	**Math:** Students will use a friendly rubric to analyze observation of student progress and/or to identify strategies for future instruction. **Social Studies:** Create comparative graphs or charts to measure which observation tools reflected the greatest usefulness in terms of gathering student learning data. Include at least three different types of graphs or charts to present these findings. **ELA:** Students will create written remediation plans using standard grammar and conventions. **ELA:** Students will participate in one-on-one discussions with his or her	Data Chart Format Rubric for Remediation Plan and Activities Computer Internet Access Materials for Activities

			collaborative teacher regarding remediation adjusting tone to purpose, task, and audience.	

Key Vocabulary

early childhood education program, observation tools, age-appropriate observation tools, developmental milestone, analyze, data, monitor, student progress, instruction

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

student observation, internship experiences

CTSO Connection:

FCCLA Star Event: Instructional Video Design, Early Childhood Education, Focus on Children, Professional Presentation

Certification/Credential Connection:

ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6

Topic 7 Title: Professionalism

Content Standards

20. Identify professional associations for early childhood educators and describe their contributions to teaching.

21. Compare and contrast strategies for ongoing communication with parents/guardians regarding the child's development.
Examples: in-person meetings, phone and text notifications, written communications including email or letter

Unpacked Learning Objectives

Students know:
- Professional associations and their impact on early childhood educators.
- What communication strategies to use when communicating with parents about a child's development.

Students are able to:
- Identify professional associations for early childhood educators and describe their contributions to teaching.
- Compare and contrast strategies for ongoing communication with parents.

Students understand:
- How professional associations for early childhood educators contribute to teaching.
- Strategies for ongoing communication with parents.

Driving/Essential Question	What do early childhood professional associations contribute to teaching and what are effective strategies for communicating a child's development to parents/guardians?
Exemplar High Quality Task	Students will examine the contribution that various early childhood professional associations provide for teachers, and will assess strategic communication forms for parents/guardians regarding a child's development.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Identify professional teaching associations that contribute to early childhood education.	**Formative:** Student Notes **Summative:** Poster	Invite a guest speaker (in-person or virtually) to introduce the topic. Create a class spreadsheet for early childhood professional teaching associations. (Name, contributions to teaching, benefits for educators) ● Set the timer for five minutes. ● Students will search for professional associations for early childhood educators and make a list. ● Students will call out names of associations as the teacher or a designated student fills out the name column of the Google Sheet. ● Divide students into as many groups or partners as needed to assign one or two associations to each.	**Math:** Students can use a model such as a table or Venn diagram to show the contributions/benefits for educators. **Science:** Students will collect and evaluate data from reliable sources, synthesize information, and present findings in a clear, visually appealing format, which is aligned with the engineering design process. **Social Studies:** Research at least three different early childhood education professional associations, some from within Alabama and some from outside the state, to learn about best practices. ● Identify which practices seem to be most and least used in Alabama.	Computer Internet Access Color Printer Digital Timer on Smartboard or Other Device Google Sheets Rubric for Poster Poster Board Materials for Posters Notepad Writing Utensils

		● Students will research their assigned association(s) for their contributions to early childhood education and their benefits to teachers. ● Students will fill in the Google Sheets chart with their information. ● Discuss the chart with the class and ask which association they would want to join as an educator. ● Student groups will create a full-color poster advertising one of their assigned associations which highlights why educators should join.	● Determine why this is the case and write a 1 page report summarizing your findings. **ELA:** Students will discuss the purposes and effectiveness of professional teaching associations and how they contribute to early childhood education.	
Compare and contrast effective communication tools for parents/guardians to receive information about their child's progress and development.	**Formative:** Guided Note Sheet Class Generated Google Form Survey Class Discussion **Summative:** Professional Email	Introduce communication tools with a presentation (Include forms of communication between parents/guardians and education programs. Provide guided note sheets.) Whole group activity: ● Open Google Forms and model how to create a survey. ● Discuss with the class what should be	**Math:** Students will create a Venn diagram that compares and contrasts communication strategies. (Modeling) **Science:** Students will investigate research areas including, but not limited to: verbal and non-verbal communication in the classroom, cultural aspects of communication in diverse classrooms, feedback mechanisms and	Computer Internet Access Presentation Guided Note Sheet Google Forms Google Sheets Google Mail Rubric for Professional Email

		included in a survey for parents to ask what forms of communication they felt were most effective. (include different forms of communication tools and frequency). ● Create the survey with the class. ● Students will write a formal email using Gmail to parents that will explain the process and purpose of the survey. (Model how to attach the link to the survey on the email.) ● Arrange to send out the survey to parents/guardians at a local early childhood education program. ● Collect the data. Model how to view data in Google Forms and how to change the data into a Google Sheet. ● Discuss the findings as a whole class activity.	their impact on learning, differentiated instruction for various learning styles, and active listening and questioning techniques. **Social Studies:** Students will research how school communication has changed and developed over the past 50 years. ● Students will predict how continuing technological developments may alter communication forms between parents and schools in the future. Students can create a timeline with student generated examples of communication between parents and schools over the past 50 years. **ELA:** Students will utilize formal and standard grammar and conventions when writing a mock email using Gmail to a parent. This email should adhere to the appropriate task and purpose.	

Key Vocabulary

professional association, strategies, communication, development

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speakers

CTSO Connection:

FCCLA Star Event: Instructional Video Design, Early Childhood Education, Focus on Children, Professional Presentation

Certification/Credential Connection:

ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6

Topic 8 Title: Program Management

Content Standards

22. Summarize local and state requirements for reporting suspected child abuse or neglect.

23. Describe the roles and responsibilities of an early childhood program director.
    Examples: adhering to mandatory ratios, employee relations, scheduling, establishing policies and procedures

24. Analyze the financial needs and responsibilities of early childhood education programs.
    Examples: budgeting food costs, purchasing classroom needs, collecting tuition and fees, accessing government grants or subsidies

Unpacked Learning Objectives

Students know:
- Local and state requirements for reporting suspected child abuse or neglect.
- The roles and responsibilities of an early childhood program director.
- The financial needs and responsibilities of early childhood education programs.

Students are able to:
- Summarize local and state requirements for reporting suspected child abuse or neglect.
- Describe the roles and responsibilities of an early childhood program director.
- Analyze the financial needs and responsibilities of early childhood education programs.

Students understand:
- Local and state requirements for reporting suspected child abuse or neglect.
- The roles and responsibilities of an early childhood program director.
- The financial needs and responsibilities of early childhood education programs.

Driving/Essential Question	How do early childhood program directors report suspected child abuse and neglect, and fulfill their roles and responsibilities in order to balance the financial needs of an early childhood program?

Exemplar High Quality Task	Students will explore local and state requirements for reporting suspected child abuse or neglect, detail the roles and responsibilities of an early childhood program director, and classify the financial needs and responsibilities of an early childhood program.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Outline local and state guidelines for reporting child abuse and neglect.	**Formative:** Student Notes **Summative:** Infographic	Introduce mandatory reporting with a short video clip or article. Students will research local and state guidelines for reporting child abuse and neglect. Students will create a computer-generated, full-color, one-page infographic about mandatory reporting. The infographic could include the following: ● Local and state guidelines defined	**Math:** Students create a Venn diagram or table that outlines state and local requirements for reporting suspected child abuse or neglect. **Science:** Students may research to understand how abuse and neglect impact brain development and function. For example, the investigation of gene expression changes due to abuse/neglect. **Social Studies:** Identify legal penalties for school	Computer Internet Access Color Printer Rubric for Infographic Notepad Writing Utensils Mandatory Reporting Video Clip or Article

		• Contact information for reporting agencies • Statistics about child abuse and neglect • Parent/child resources for victim services Students will print their infographic and display it at schools and local businesses.	staff who fail to report child abuse and neglect. Develop a role play scenario in which the class determines whether a particular example is or is not abuse or neglect. **ELA:** Students will utilize standard grammar and conventions when completing the infographic. **ELA:** Students will participate in a conversation about the effectiveness of local and state reporting guidelines.	
Categorize roles and responsibilities of early childhood program directors.	**Formative:** Student Notes Roles and Responsibilities Chart **Summative:** Early Childhood Program Director Job Posting	Invite an early childhood program director to speak in-person or virtually to the students about their roles and responsibilities. • Students will take notes on the various roles and responsibilities of an early program director. Whole group activity- • Class discussion (have students verbally share their notes from the speaker) • Students will categorize each of the early	**Math:** Students will include the skills needed to understand a budget (Balance Sheet, Income statement, statement of cash flows, etc) https://accountend.com/understanding-financial-statements-and-budget-reports-essentials-explained/ **ELA:** Students will create a presentation of the roles and responsibilities of early childhood program directors. This presentation should include the importance of effective	Computer Internet Access Google Docs Rubric for Job Posting Notepad Writing Utensils Examples of Job Postings

		childhood program director's roles and responsibilities into a chart. (Examples: employee relations, scheduling, policies and procedures, finances, facilities, student needs) ● Provide examples of job postings to the students. Students will research education and training requirements for an early childhood program director. Students will write a job posting that outlines the roles and responsibilities of an early childhood program director.	leadership, the categories of program director's roles and responsibilities, education and training, and requirements. **Social Studies:** Research various roles and responsibilities of an early childhood education director. ● Explain the responsibilities as it relates to the operation of the center. List the roles a director may take on to effectively run a center. **ELA:** Students will utilize standard grammar and conventions when writing over an extended period of time.	
Examine and evaluate the financial needs and responsibilities of an early childhood education program.	**Formative:** Discussion **Summative:** Early Childhood Program Pie Chart	Small group activity: ● Collect sample budgets for early childhood education programs. ● Divide students into small groups and assign a different budget to each group. ● Students will review their budget to determine how the funds are used for their assigned program.	**Math:** Analyze the financial needs and responsibilities of an early childhood program's budget. what_does_a_child_care_programs_budget_look_like.naeyc.pdf **Social Studies:** Research and list available funding sources for early childhood education programs in Alabama.	Computer Internet Access Sample Budgets Google Sheets Rubric for Pie Chart Helpful Links: https://www.softr.io/google-sheets/pie-chart

		• Students will create a pie chart that shows the breakdown of where the early childhood program funding is used. • As a whole group, discuss whether more funding is used for maintenance and facilities or for classrooms and education.	• Identify best business practices for making early childhood education facilities successful. **ELA:** Students will participate in a discussion about the importance of maintaining a reasonable budget in an early childhood education program.	

Key Vocabulary

mandatory reporting, Erin's Law, abuse, neglect, roles, responsibilities, early childhood, program director, financial needs, financial responsibilities

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speaker

CTSO Connection:

FCCLA Star Event: Instructional Video Design, Early Childhood Education, Focus on Children, Professional Presentation, Job Interview

Certification/Credential Connection:

ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6